

Waiver Application for Non-Traditional Student Attendance Days

1. Please describe your overall approach to combating lost instruction on adverse weather or other emergency days? How have you involved all stakeholders in planning for this approach?

| Rationale | Rating of Evidence | | | |
|---|---|---|--|--|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district successful in meeting this standard describes an innovative approach (plan) to combating lost instruction and involves the stakeholders (students, teachers, administration, parents, community) in planning for the approach. | <ul style="list-style-type: none">• Plan lacks innovation• Stakeholder involvement not addressed | <ul style="list-style-type: none">• Plan somewhat innovative• Stakeholders were minimally involved in the creation of the plan | <ul style="list-style-type: none">• Plan innovative• Stakeholders advised on the creation of the plan | <ul style="list-style-type: none">• Plan very innovative• Stakeholders were actively involved in the creation of the plan |

2. What evidence of capacity and previous experiences with non-traditional environments does the district have?

| Rationale | Rating of Evidence | | | |
|--|--|---|--|---|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district that successfully meets this standard provides evidence of capacity (leadership, infrastructure, and technical support) and previous experience with non-traditional learning environments. | <ul style="list-style-type: none"> • No evidence of the <i>leadership capacity</i> to support the plan • No evidence of the <i>infrastructure capacity</i> to support the plan • No evidence of the <i>technical support capacity</i> to support the plan • No previous attempts with a non-traditional learning environment | <ul style="list-style-type: none"> • Limited evidence of the <i>leadership capacity</i> to support the plan • Limited evidence of the <i>infrastructure capacity</i> to support the plan • Limited evidence of the <i>technical support capacity</i> to support the plan • Evidence of an unsuccessful previous attempt with a non-traditional learning environment | <ul style="list-style-type: none"> • Sufficient evidence of the <i>leadership capacity</i> to support the plan • Sufficient evidence of the <i>infrastructure capacity</i> to support the plan • Sufficient evidence of the <i>technical support capacity</i> to support the plan • Evidence of at least one successful previous attempt with a non-traditional learning environment | <ul style="list-style-type: none"> • Strong evidence of the <i>leadership capacity</i> to support the plan • Strong evidence of the <i>infrastructure capacity</i> to support the plan • Strong evidence of the <i>technical support capacity</i> to support the plan • Evidence of multiple successful previous attempts with a non-traditional learning environment |

3. What learning management system will the district use to manage the non-traditional program? What features does this system possess that can track student participation and measures of learning? Include in your description how the district is following the new Digital Guidelines from KDE. What other digital platforms, applications or tools will the district use to ensure learning is taking place on non-traditional student attendance days?

| Rationale | Rating of Evidence | | | |
|--|--|---|--|---|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district successfully meets this standard if the learning management system (LMS), tracking of student participation and measures of learning, incorporation of KDE Digital Guidelines, and use of other digital platforms, application, or tools are identified and/or described. | <ul style="list-style-type: none"> • LMS will not be used, or no LMS indicated • LMS cannot track student participation, or tracking of student participation not addressed • LMS cannot measure learning, or measures of learning not addressed • Plan does not address incorporation of KDE Digital Guidelines • No relevant or appropriate platforms, applications, or tools indicated | <ul style="list-style-type: none"> • LMS will be used, but no specific platform indicated • LMS can track either student participation or measure outcomes • Plan includes minimal description of incorporation of KDE Digital Guidelines • Other platforms, applications, or tools indicated but not specified | <ul style="list-style-type: none"> • Specific LMS will be implemented • LMS can track student participation • LMS can measure learning • Plan clearly describes incorporation of KDE Digital Guidelines • Plan contains details about at least one other platform, application, or tool | <ul style="list-style-type: none"> • Specified LMS already in use in the district • LMS can track and report student participation • LMS can measure and report learning • Plan clearly describes incorporation and correlation of KDE Digital Guidelines • Plan contains details about multiple other platforms, applications, or tools |

4. Please describe in detail the process the district will use on non-traditional student attendance days. Please include how you will account for all students' access to on-line resources and how you will provide equitable instructional materials for those students that do not have access to the internet? Include how community partners will be engaged and any opportunities that will exist at community locations or if the district will open schools to provide access.

| Rationale | Rating of Evidence | | | |
|---|---|--|--|---|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district successfully meets this standard if the plan for non-traditional student attendance days is described, access to online resources is addressed, community partners are engaged in the fulfillment of the plan, and community or school locations for online access are included. | <ul style="list-style-type: none">• No details of the plan are provided• Methods of on-line access for all students not addressed• Community partner engagement not addressed• No community locations or schools for online access identified. | <ul style="list-style-type: none">• Few details of the plan are examined• Plan provides minimal methods for online access• Community partners play a small role in the fulfillment of the plan• The school is the only community location identified for online access. | <ul style="list-style-type: none">• Most details of the plan examined• Plan provides adequate methods for online access• Community partners play a moderate role in fulfillment of the plan• The school and at least one other community location are identified for online access. | <ul style="list-style-type: none">• All details of the plan examined• Plan provides comprehensive methods for online access• Community partners play a significant role in fulfillment of the plan• The school and several other community locations are identified for online access. |

5. Please explain the professional learning plan you will be implementing to ensure certified staff have the knowledge and capacity they need to provide quality blended instruction to students. Also describe how you will incorporate CIITS and any additional technology platforms teachers may use.

| Rationale | Rating of Evidence | | | |
|---|--|---|--|--|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district successfully meets this standard if the professional learning plan for certified staff is and if CIITS and additional technology platforms are incorporated into the plan. | <ul style="list-style-type: none">• The plan does not address a professional learning plan.• Neither CIITS nor another technology will be incorporated. | <ul style="list-style-type: none">• The plan acknowledges a professional learning plan will be necessary but includes few details.• Either CIITS <i>or</i> another relevant technology will be incorporated. | <ul style="list-style-type: none">• The plan identifies general areas of professional learning that will be necessary.• CIITS and at least one other relevant technology platform will be incorporated. | <ul style="list-style-type: none">• The plan identifies specific areas of necessary professional learning.• CIITS and several other relevant technology platforms will be incorporated. |

6. Please describe the deployment of certified and classified school staff on non-traditional student attendance days. In what ways will certified and classified school staff complete their contractual obligations on these days (access the learning management system from home, serving as facilitator at school or community access points, serving as a phone facilitator). Please include a visual representation (e.g. chart, spreadsheet)

| Rationale | Rating of Evidence | | | |
|--|---|--|--|--|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district successfully meets this standard if deployment of certified and classified staff is described, and the method for completion of contractual obligations is addressed. | <ul style="list-style-type: none">• Deployment of certified and classified staff is not identified.• Completion of contractual obligations not required or not addressed | <ul style="list-style-type: none">• The plan contains minimal details about the deployment of certified and classified staff.• The plan partially describes the method of fulfillment of contractual obligations. | <ul style="list-style-type: none">• The plan contains details about the deployment of certified and classified staff.• The plan describes the method of fulfillment of contractual obligations. | <ul style="list-style-type: none">• The plan details specific locations to which certified and classified staff will be deployed.• The plan describes the method of fulfillment of contractual obligations and indicates the measure of accountability. |

7. Please describe the process the district will use to collect information on participation, what outcomes are expected and how those outcomes will be assessed on non-traditional student attendance days?

| Rationale | Rating of Evidence | | | |
|--|--|---|--|---|
| | Beginning (1) | Emerging (2) | Proficient (3) | Exemplary (4) |
| A district successfully meets this standard if the process to collect information about (student) participation is detailed, the expected outcomes are identified, and the assessment of expected outcomes is addressed. | <ul style="list-style-type: none"> The plan does not include information about how student participation will be collected. Expected outcomes are general <i>and</i> not measurable. Assessment of learning outcomes is not addressed, not feasible, or completed when students return to school. | <ul style="list-style-type: none"> The plan addresses how student participation will be collected, but the method may not be feasible. Expected outcomes are general <i>or</i> not measurable. Assessment of learning outcomes is completed during the learning session. | <ul style="list-style-type: none"> The plan addresses how student participation will be collected, and method is feasible. Expected outcomes are specific and measurable. Assessment of learning outcomes is completed in the learning session with measure of pre and post lesson knowledge. | <ul style="list-style-type: none"> The plan addresses how student participation will be feasibly collected and reported. Expected outcomes are specific, measurable, and relevant. Assessment of learning outcomes is completed in multiple methods and contains measure of pre and post lesson knowledge. |

District _____

Total Points _____

(Projected) 21 points or above = The district's plan is at or above proficiency
 (Projected) 20 points or below = The district's plan is below overall proficiency

Waiver Granted

Waiver Denied